



National Congress Bulletin

JANUARY 1956

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 23, NO. 5

Memo to Local Presidents:

WHAT is a community? *Community* is a word that it might be well for us to define as we begin to build action programs based on our national theme, "The Family and the Community: Each Shapes the Other—the P.T.A. Serves Both."

• The community of which we speak may be defined as a group of people who share problems and interests because they live in the same geographical area. The smallest community with which we deal is the neighborhood. In some large cities the various sections are regarded as separate communities, but usually when we speak of a community, we are thinking of a village, city, county, or town. The residents of the area share an interest in, and have a responsibility for, their local government and the kind of services—educational, health, recreational, welfare, sanitation, fire, and police services—that the local community provides. As citizens of a particular state and of the nation, people of the local community are also interested in, and responsible for, the affairs of their state community and the national community.

• A P.T.A.'s service to the community usually begins with its own school and the neighborhood that the school serves—the area generally called the school attendance area or the school community. Among other things, the P.T.A. works to strengthen home-school-community relations and parent-teacher co-operation, to increase recreational opportunities, and to make the neighborhood safe, healthful, attractive, and friendly.

• But most P.T.A.'s discover that some needs of families, children, and schools cannot be provided for through neighborhood efforts alone. For example, if a P.T.A. wants higher salaries for teachers, a school guidance and counseling program, an addition to the school

building, a child welfare worker, a public mental health clinic, or a professional recreation supervisor, it is necessary to go beyond its own neighborhood and persuade the community or state that these things are necessary. Often it must work for local or state appropriations or legislation. In a community where there is a council of parent-teacher associations, P.T.A.'s can unite their efforts through the council and thus multiply their power. Participation in a community coordinating council also is a most effective way to strengthen P.T.A. efforts to secure public approval and public funds for public services and facilities for the community and its schools and families.

Doing the Urgent

• Can we describe the kinds of services and projects a P.T.A. should work for in the community? The needs and the economic and social resources of communities differ widely. The most pressing need in a suburb may be for a sewage system or for better transportation so that fathers can get home earlier and have more time to spend with their families. An after-school program for children of working mothers may be the great need in an industrial town. In a rural community public health services may require special consideration. Wherever there are urgent problems, P.T.A.'s work first to solve them.

(Continued on page 2)



• At the tea given by the National Congress for its members and friends in attendance at the White House Conference on Education are (left to right) Mrs. Newton P. Leonard, immediate past president of the Congress; Mrs. Rollin Brown, president of the Congress; Neil H. McElroy, chairman of the Conference; Mrs. Ernest Evans, president, Canadian Home and School and Parent-Teacher Federation; Mrs. Graydon Heuman, president, Indiana Congress of Parents and Teachers; and Dr. Herold C. Hunt, Undersecretary, Department of Health, Education, and Welfare.

(Continued from page 1)

Defining the Important

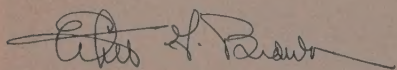
● For long-range planning for community service, however, a P.T.A. might well ask, *What kind of community do we want? What is a good community for children and families?*

● Last May at the national convention in Chicago, we had a workshop on "The P.T.A. Role in Strengthening Community Life." In his presentation of the subject, Dr. Harry Overstreet offered a standard for judging whether a community is good or bad for children. He stated that certain basic psychological experiences are essential for the healthy development of children and that a community is good in so far as it makes these experiences richly and continuously available to all children. Members of the workshop panel—specialists in the fields of social work, recreation, mental health, and juvenile court work—gave their views on a good community and its services.

● The detailed report on this workshop, which is in the 1955 *Convention Digest* and the 1955 *Proceedings*, can stimulate our own thinking on the subject.

● And as we go forward with our planning for P.T.A. services to the community as a whole, let us bear in mind that each program will be more effective if the local unit works closely with the city or county council of parent-teacher associations and with the district or regional group in which the P.T.A. is geographically located.

● Whether the community is urban or rural, large or small, wealthy or poor, the P.T.A. can help to make it a better place for children and youth. Therefore, as this new year brings us the challenge of expanding and strengthening P.T.A. services to the family and the community, let us meet the challenge with study, action, and cooperative effort. My best wishes to you and your P.T.A. for a year of rewarding accomplishments.



MRS. ROLLIN BROWN, President
National Congress of Parents and Teachers

1956 CONVENTION

● The 1956 convention of the National Congress will be held in San Francisco, California, on May 20, 21, 22, 23.

TOWARD SKILLFUL LEADERSHIP



● Participating in the programs at the Morris Harvey conference are (left to right) Ralph Brabban, keynote speaker; Mrs. J. W. Lively, Charleston; Mrs. J. Marion Bailey, who spoke on "Program Building"; Dr. B. C. Harrington, chairman of the committee on parent and family life education, West Virginia Congress; Mrs. John H. Brown, president of the W.V.C.P.T.; and Henry T. Elden, presiding chairman and president of the Kanawha County Council.

IN West Virginia, plans for leadership conferences blossom throughout the year. Details of citizenship education were studied in meetings at West Liberty State College, and several parent education leadership conferences have been, or will be, held on college campuses.

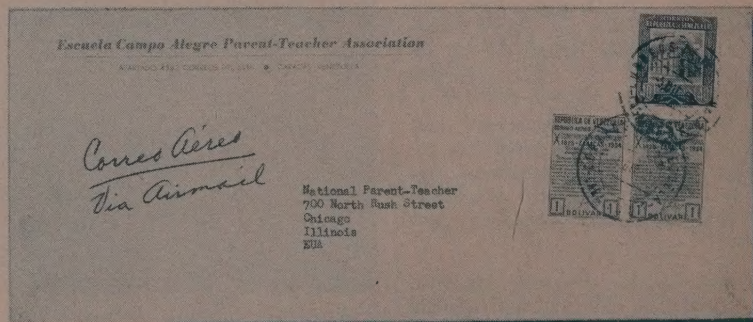
August 5 (1955) was the date the West Virginia Congress and the Kanawha County P.T.A. Council, in cooperation with the Morris Harvey College department of education, sponsored an all-day conference on parent education at Morris Harvey College.

Can We Have a Lifetime of Mental Health? In presenting this keynote question, Ralph J. Brabban, head of the college's department of education, discussed the need for three realistic atti-

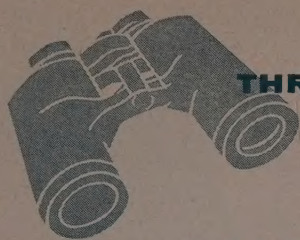
tudes: (1) positive living, (2) intelligent problem solving, and (3) service. He declared that P.T.A.'s are indeed in strategic positions to aid adults in achieving mental health and to work for the welfare of children.

Conference activities included talks on "Program Building," "Fundamentals of Program Planning," "Objectives," "Pet Peeves," "Adapting the Program to the Schools," "Participation," and a discussion of parliamentary procedures; a play, *The Ins and Outs*, to show how students' actions can either hinder or promote mental health; discussion and demonstration of resource materials; a demonstration of the procedures used in organizing an actual study club; and the assemblage of conferees in the ever popular discussion groups.

From a Caracas, Venezuela, P.T.A.



The envelope pictured here brought an order for 262 **National Parent-Teacher** subscriptions from the Escuela Campo Alegre P.T.A. of Caracas, Venezuela. This was in addition to an earlier order for 70 subscriptions. One of the issues of the magazine will go into a teachers' rest room. Another is for the school library. The remaining 330 are from members.



THROUGH OUR

Fieldglass

Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."



College Cooperation in High Gear

Eight-o'clock scholars in education classes at San Angelo Junior College (Texas) knew what made them "come so soon" to one particular general assembly. It was a front-page occasion that afforded the students an opportunity to meet with high school members of the Future Teachers of America and their counselor and with a National Congress fieldworker. The subject at hand—the parent-teacher program.

A quiz session, following descriptions of the Congress' early work, its structure, and responsibilities of its officers, revealed that the young people were keenly interested in the publications displayed about them. High school students asked about the possibility of receiving packets similar to those for colleges; in fact, high school students proved a match for the collegians with the caliber and number of questions they asked.

Later in the day, during the meeting of the Sixth District P.T.A., five San Angelo education students formed a panel to consider "Educators and the General Public—United." The fifth Object of the National Congress was referred to frequently as the students stressed such points as: (1) Teachers and the general public need to know each other as "people" and to give careful consideration to respective roles in developing the child. (2) The public must lend every effort to the understanding of the total school program and the philosophy behind it. (3) Edu-

• Answering questions following their panel discussion at the Sixth District P.T.A. meeting at San Angelo Junior College are students (left to right) Mrs. Weldon A. Behrend, Diana Pitts, Garland Davis, Myra Plott, and Jimmy Mayfield. Mrs. H. C. Green, P.T.A. district vice-president, also participated.

cators must be informed of the community's financial status. (4) Citizens and educators need to plan and work together for school and community betterment. (5) An adequate recreation program is necessary as a positive approach to juvenile problems. (6) Tolerance of race and creed must be achieved.

An apt summary to the panel discussion was contributed by one student when he stated that "When parents and teachers stop saying 'they' and begin to say 'we,' we can foster better relationships between parents and educators."

Off to a Flying Start

Parents of first graders in Pocatello, Idaho, started their youngsters on the journey through school this year with the assistance of the Jefferson P.T.A. Copies of *Happy Journey*, all catalogued, equipped with library cards, and protected by envelopes, were signed out to parents on Beginners Day, an event of April. Traditionally on that particular day, future first-graders and their parents get acquainted with the school and make friends with the teachers.

NATIONAL LIFE MEMBERSHIPS

Recognitions of Service

Is there someone in your P.T.A., your school, your community, or your state who has been especially devoted to working for the welfare of children and youth? I'm sure we all know of such people, but how do we express our gratitude to them?

We in the P.T.A. have a significant way open to us to give tangible expressions of appreciation and recognition to those we want to honor. We can give them National Life Memberships. This membership carries with it great honor and is an enduring symbol of outstanding service. During the fifty-nine years the National Congress has been in existence, only about 800 persons have been so honored. These 800 leaders have represented every area of child welfare endeavor and practically all sections of our great country.

Numbered among the many outstanding citizens who hold National Life Memberships are such well known leaders as Sarah Caldwell, Martha M. Eliot, Bess Goodykoontz, Herold Hunt, Katherine Lenroot, Mrs. Franklin D. Roosevelt, Harold E. Stassen, Mr. and Mrs. Harry Truman, Edward Tuttle, and Waurine Walker.

Many state congresses give a National Life Membership to the incoming state president so that this officer may participate in the activities of the group.

The National Life Membership fee is \$50 and money received from such fees is used to increase the Endowment Fund of the National Congress. Only the interest on the Fund is used. The principal accumulates and constitutes a stabilizing factor in the extension and development of parent-teacher work.

Isn't there someone in **your** community whom you wish to honor in this way? For further information about National Life Membership write to:

Mrs. Newton P. Leonard,
Past National President
National Congress of Parents and Teachers.

A Line on Legislation

The legislation committee of the South Carolina Congress, composed of the state chairman and one member from each P.T.A. district, recently prepared and issued a pamphlet of legislative information for the use of local units. "How a Bill Becomes a Law," "Need for Juvenile and Domestic Relations Court," the suggested legislation program for 1955-56, and the procedure involved in establishing the congress' official legislative agenda are examples of topics defined in the booklet.

(Continued on page 8)

GOOD WILL TO ALL CHILDREN

• A Founders Day Human Interest Story About Mrs. David O. Mears

MRS. David O. Mears is a name almost as well known and beloved as those of the two Founders of the National Congress of Parents and Teachers. Mrs. Mears, as you know, originated the annual birthday observance that helps us honor our Founders and keep their memory alive. First known in 1910 as Child Welfare Day, the observance now is called Founders Day.

• Years of vital living, enriched by joy and sorrow, failure and success, may have whitened Mrs. Mears' beautiful hair, but it left unaged the spirit of this gracious, charming woman. Her biography is a continuous story of service joyfully rendered to a cause she held second only to her religion and her family.

That cause was parent-school partnership for the welfare of all children.

• Mrs. Mears' family history is picturesquely American. Her ancestors, John and Priscilla Alden, fellow voyagers on the Mayflower, established a family tree that brought forth five colonial governors and many men and women whose names are significant in early American history. Among them were the Rev. John Elliot, "Apostle to the Indians"; Governor Dudley, founder of Cambridge University; and Deacon Samuel Chapin, founder of the city of Springfield, Massachusetts. Her father, the Rev. J. B. Grinnell, who was preaching in New York when she was born, is said to have been the recipient of Horace Greeley's famous admonition, "Go west, young man" His wife, Julia Chapin Grinnell, a talented young Massachusetts native, accompanied her pioneer minister husband across the wilderness to far away Iowa where they founded the town of Grinnell and the college that bears their name.

• As a little girl, Julia Chapin had sat at her mother's side at mothers' meetings in the Old Bay State, and, as a little boy in Vermont, J. B. Grinnell had been taken by his mother to meetings of the Maternal Association of her day. Thus it was quite natural that the first assembly of mothers in the wide land west of the Mississippi was held in the Grinnells' new western home and continued to meet there for years afterward.

• Through her childhood environment, Mary Grinnell Mears was trained for her life's work. With the enthusiastic encouragement of her husband, Dr. David O. Mears, a young clergyman, she dedicated her rich talents to the



Mrs. David O. Mears
Originator of Founders Day

service of mankind. Helping her husband with parish work in Massachusetts, Ohio, and New York, and caring for two children made countless demands on Mrs. Mears as a wife and mother. However, she must have understood well how to budget her time and energy because a recital of her work in the National Congress of Mothers and later in the National Congress of Parents and Teachers accounts for a lifetime of devoted service.

• Mrs. Mears was among those who attended that first memorable Congress meeting in Washington, D. C., February 17, 1897, and the inspiration she received there has lighted the way to leadership for thousands of parents and teachers. Her husband was so thoroughly convinced of the value of the work she had undertaken for the sake of the nation's children that he urged her to deliver her message from his pulpit to the people of Albany, New York, where they resided at the time. Later, she helped to organize the New York state branch of the Congress of Mothers, and became its president in 1898. She served for seven years in that office and, in 1900, was appointed as a member of the Executive Committee of the National Congress, where she served until she became national auditor in 1902.

• In 1905 she was elected to the first vice-presidency and continued in that office for eighteen years, becoming honorary vice-president in 1923. In 1920, Mrs. Milton P. Higgins, then president of the National Congress, traveled abroad in the interests of children of the world, and Mrs. Mears became acting president in her absence. It is said that she refused nomination for the national presi-

(Continued on page 5)



Alice McLellan
Birney



Phoebe Apperson
Hearst

FOUNDERS OF THE
NATIONAL
CONGRESS

(Continued from page 4)

gency on several occasions, believing her greatest service might be accomplished in other ways.

● It was in 1910 that Mrs. Mears formulated a plan for an annual birthday celebration for the Congress. She proposed that February 17 of each year be known as Child Welfare Day. At this time we would honor the Founders of the Congress, Mrs. Alice McLellan Birney and Mrs. Phoebe Apperson Hearst, and bring the importance of the organization to the attention of the membership and the general public. The National Board approved the plan but later changed the name of the day to its present term, Founders Day. Among our many interesting program devices, Mrs. Mears originated the custom of planting a tree as a fitting tribute to founders and leaders of the parent-teacher movement. She herself was honored by the National Congress at Hot Springs, Arkansas, in 1931, when a live oak tree was dedicated to her for her long record of outstanding service and leadership.

● Mrs. Mears served as national chairman for the committee on Founders Day from the time of its origin until her death in 1935. Her untiring efforts and unflinching inspiration were, in a great measure, responsible for the growth and success of Founders Day as a traditional observance.

● Dr. Elliot Grinnell Mears wrote the following about his mother: "My saintly mother passed away peacefully on the evening of Saturday, September 7, at her home in Palo Alto, California. The immediate cause was a stroke, about which she knew nothing and which caused her no suffering. She had been active all week, going to church with the family on Sunday, and taking rides in her car nearly every day. During the past two years she had not been well, but her cheer, love of living, and amazing vitality kept her with us. She retained all her faculties to the very end. Her mind was keen, her hearing excellent. We believe she suffered more in recent years, however, than she had told us, and at last her tired, frail body yielded to His care.

"She was the embodiment of pure love and unselfish devotion and her religious life was comforting and genuine. My father paid her this tribute: 'My wife, Mary Grinnell Mears, was the loving maker of my home and tireless helpmate in all labors for the Master.'

"Despite her strong family loyalty and pride, her maternal instincts were not limited to her own children. What

1956 Founders Day Pamphlet



I believe was her favorite expression is now chiseled on the granite monument in the old Spring Street cemetery at Essex, Massachusetts:

"'1857 Mary Grinnell Mears 1935
Her children shall rise up,
and call her blessed.'"

● We who knew her and her son, Dr. Elliot Mears, realize that her carefully preserved records, programs, manuscripts, and personal comments have added richly to the historic documents of our beloved National Congress of Parents and Teachers. A few months prior to her death, Mrs. Mears deposited in the National Office her treasured records of the beginnings and the growth of the Congress. On many occasions these records have proved invaluable to persons who were attempting to interpret the history, philosophy, and total program of the National Congress. This woman of infinite kindness and rare beauty of body and spirit has left a vital heritage to all who believe that "the children are the promise of a better world."

MRS. JOHN E. HAYES, *Chairman
Committee on Programs
and Founders Day*

The story of Mrs. Mears has been adapted from material on file in the national headquarters.

A copy of the new Founders Day pamphlet was sent to each local unit president on November 8, 1955. With the additional generous supply sent to each state office, a total of 61,247 Founders Day booklets have been mailed from the National Office. If your association failed to receive the free copy to which it is entitled, please contact your state office immediately.

Included in *Founders Day*—1956

Founders Day Message
Brief Biographical Sketches of Our Founders
Publicity Hints
Suggestions for Founders Day Programs
Some Sample Programs
Mister Facts (A Puppet Play)
'Of Any Child Alive (A Play)
Grandfather National (A Play)
Find the P.T.A. Word (A Puzzle)
P.T.A. Action Through the Years
Music for Founders Day

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NATIONAL CONGRESS BULLETIN

Volume 23 JANUARY 1956 Number 5

Published monthly from September through May, bi-monthly June and July, at 700 North Rush Street, Chicago 11, Illinois, by the National Congress of Parents and Teachers. Subscription price: 30 cents a year. Entered as second-class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora, Illinois, December 21, 1939.

EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

Publications and National Parent-Teacher

Editor-in Chief: Eva H. Grant

Managing editor: Mary A. Ferre

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The White House Conference



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► It was the first national conference on education called by a President of the United States.

► It was authorized by the Congress of the United States:

An initial \$900,000 was appropriated for it. Of this sum, \$700,000 was allocated to the states and territories for conducting preliminary "little White House conferences," held in states, regions, districts, and communities. Subsequent appropriations totaled \$420,000.

► It was attended by approximately 2,600 persons of whom 1,800 were participants from:

48 states	Hawaii
District of Columbia	Puerto Rico
	Virgin Islands
	Alaska

Among the participants were:

- Bankers
- Industrialists
- Clergymen
- Lawyers
- Doctors
- Nuns
- Farmers
- Professional
- Housewives
- Educators
- Union Officials

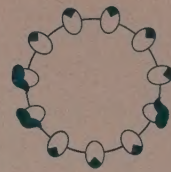
► There were two laymen to every professional educator. With every variety of political, racial, religious, geographical, social, and economic background, they came to sit down together

to discuss the problems facing their nation's schools. Invitations had been distributed on the basis of population. Thus New York had the most participants, 123; California, 98; Pennsylvania, 86; and so on. However, no state had fewer than 10 participants.

Invitations also went to 300 national lay and professional organizations, to 100 United States Congress members whose services to their country are related in some special way to public education, to 51 foreign observers from 33 other countries, and to the press representatives and special guests.

► It was called to consider six vitally important issues or topics:

1. *What should our schools accomplish?*
2. *In what ways can we organize our school systems more efficiently and economically?*
3. *What are our school building needs?*
4. *How can we get enough good teachers—and keep them?*
5. *How can we finance our schools—build and operate them?*
6. *How can we obtain a continuing public interest in education?*



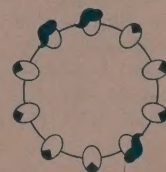
1,800 participants
166 tables
10 or 11 at a table

Conference Setup

► The Conference, structurally set up on a round-table basis, gave each participant an opportunity to present his point of view. The 1,800 were seated at 166 general round tables, 10 or 11 persons at a table. On each table were mimeographed sheets containing questions pertinent to one of the six topics to be discussed by all table groups at that time. However, use of these questions was optional; members of the group could raise their own questions.

Each group selected its own chairman and recorder, except for the first round of table discussions for which 166 chairmen had been selected from participants representing states, territories, and national organizations. These chairmen had been briefed as to their responsibilities and they, in turn, explained procedures to their group-selected successors at subsequent general round tables.

After each question was thrashed out, the recorder wrote down a summary statement that was read back to the table group. Sometimes it was accepted without change, or perhaps with a few substitutions. If the group felt that the suggested statement did not accurately express its opinions, an entirely new statement was worked on until the group agreed to include it in the report to be presented by the table chairman. The round-table discussions lasted two hours.



166 chairmen
16 tables
10 at a table

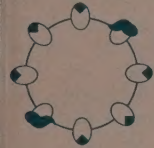
► The 166 chairmen then met at 16 chairmen's round tables to discuss the reports that had been drawn up by the 166 general round-table groups. (In the meantime the other participants were meeting at the 166 round tables to discuss one of the other six topics on the agenda.) The chairmen, 10 or 11 to a table, selected presiding chairmen and

on Education

TIME: November 28–December 1, 1955.

PLACE: Sheraton-Park Hotel, Washington, D. C.

recorders and started the process of boiling down the 166 reports to 16. As soon as this was accomplished, they returned to the general round-table discussion groups, at which at least 10 participants were always present.



16 chairmen
2 tables
8 at a table

► The 16 chairmen were assigned to two tables with eight persons at each. Once more the democratic process was employed and each table selected its own chairmen and recorder. Discussion continued at these tables until two reports were ready.



2 chairmen
at a table

► At the last round table the two chairmen put together the final report on the topic that had been under general consideration. These two chairmen then agreed which one of them would read the final report to the general session of the Conference that was to follow the round-table series of discussions. Each of the six topics was processed in similar manner, giving every participant at the Conference an opportunity to sit down and talk things over.

Round-Table Personnel

► Assignments had been carefully worked out so that each table would have a good cross-section representation of the entire Conference personnel. For example, one particular table brought together:

- A dean of a college department in Pennsylvania
- A college president from Louisiana
- A labor editor from Georgia
- A retail merchant and school board member from Texas
- A New York business executive
- A lawyer from Utah
- A newspaper publisher from Arkansas
- A research director of an education association in New Mexico
- A dean of a school of social work in Missouri
- A college student from the District of Columbia

► Young people also were ably represented at the Conference. The youngest participant was 17, a high school student from Michigan. Other youths included:

- The president of the Future Farmers of America
- A representative of the New Homemakers of America
- The vice-president of the Future Homemakers of America
- The president of the Future Teachers of America
- Representatives of the Young Adult Council of the National Social Welfare Assembly, the U.S. National Student Association, and the National Council of Catholic Youth

These young men and women took an active part in the discussions and sometimes served as chairmen or recorders for their tables.

A Working Conference

► At the opening session, Neil H. McElroy, chairman of the thirty-four member White House Conference committee, of which Mrs. Rollin Brown, our national president, was a member, briefed the participants on their roles. They came, he told them, for a *working conference*. They came not as legislators or representatives, but as advisers to the President of the United States. He asked for clear thinking, careful analysis

of fact, and reasoned expression of various points of view. Mr. McElroy lives in Cincinnati, Ohio, and is president of Procter and Gamble Company.

Conference Topics

► What agreements were reached on the six all-important questions? What were some of the discussions that took place? What was the attitude concerning federal aid? These and other topics of discussion will be highlighted in the February issue of the *Bulletin*. This month we have reported the general structure and personnel of the Conference. As can be seen, all participants had an opportunity to present their points of view and to engage in full and free discussion. Nothing was cut and dried, and every segment of American life was represented.

P.T.A. Members at the Conference

► The following members of the Board of Managers of the National Congress participated in the Conference:

Mrs. Rollin Brown, *national president; member of the thirty-four member White House Conference committee and chairman of the subcommittee on Topic 4*

Mrs. James C. Parker, *first vice-president; official representative of the National Congress*

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(Continued from page 7)

P.T.A. Members at the Conference

Mrs. T. H. Ludlow, *vice-president; member of the advisory committee to a subcommittee on national organizations*

Dr. Carson Ryan, *national chairman, Mental Health; press representative*

Mrs. H. Cecil Baker, *state president, Utah; observer*

**APPOINTED BY
STATE GOVERNORS****Past national presidents:**

Mrs. L. W. Hughes

Mrs. Newton P. Leonard

National vice-president:

Mrs. H. G. Stinnett, Jr., *Texas*

State presidents:

Mrs. J. H. Rutledge, *Alabama*

Mrs. Carroll Watson, *Arkansas*

Mrs. A. Kenneth Spencer, *California*

Mrs. Daniel W. Richardson, *Colorado*

Mrs. Byron F. Wilcox, *Connecticut*

Mr. J. Ralph Brown, *Hawaii*

Mrs. Melvin C. Lockard, *Illinois*

Mrs. Graydon Heuman, *Indiana*

Mrs. Harold Honohan, *Iowa*

Mrs. Ray Wright, *Kansas*

Mrs. J. S. Goff, *Louisiana*

Mrs. Fred L. Bull, *Maryland*

Mrs. Harold B. Murch, *Massachusetts*

Mrs. Fred L. Keeler, *Michigan*

Mrs. Stovall Lowrey, *Mississippi*

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Mrs. John W. Crawford, *North Carolina*

Mrs. W. C. Davis, *Ohio*

Mrs. W. Fred Scott, *Oklahoma*

Mrs. J. W. Staggs, *Oregon*

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Mrs. William H. Reiners, *South Dakota*

Mrs. Ralph W. Frost, *Tennessee*

Mrs. Leon S. Price, *Texas*

Mrs. W. W. Kavanaugh, *Virginia*

Mrs. David W. Wood, *Washington*

Mrs. Robert L. Schumpert, *Wisconsin*

Mrs. Glenn K. Rogers, *Wyoming*

National Chairmen:

Mrs. Edith McBride Cameron, *Cooperation with Colleges*

Mrs. C. W. Detjen, *High School Service*

Mrs. Ralph Hobbs, *Publicity*

Mrs. Aaron E. Margulis, *Reading and Library Service*

Mrs. P. D. Bevil, *Safety*

Dr. John W. Studebaker, *School Education*

The following members of the National Office staff also participated:

Miss Ruth A. Bottomly, *by special invitation*

Mrs. Eva Grant, *press representative*

Mrs. Vera Diekhoff, *press representative*

● In addition to the aforementioned persons many other P.T.A. members who serve on state congress boards came as appointees of state governors. Indeed, the National Congress of Parents and Teachers was well and ably represented at this great history-making event.

**THROUGH
OUR
FIELDGLASS**

● Pausing to examine a college packet of parent-teacher materials near the San Angelo display of state and national publications are Mrs. John M. Robertson, district educational relations chairman; Mrs. Ellen Dell Bieler, National Congress field-worker; and Mrs. Sidney Bolding, district president. (See story on page 3.)

Magazine Clubs

IS YOUR LOCAL UNIT a member of a *National Parent-Teacher Magazine* club? Membership signifies that your P.T.A. has done outstanding promotion of the P.T.A. Magazine. To qualify for 1955-56 enrollment, each P.T.A. applying must have obtained at least twenty-five subscriptions from April 1, 1955, to March 31, 1956. Membership is offered in six clubs:

25-or-More Club	200-or-More Club
50-or-More Club	350-or-More Club
100-or-More Club	500 Honor Club

When a P.T.A. has forwarded enough subscriptions to qualify for a club, the magazine chairman may claim a Magazine Club certificate. He must first notify the magazine office in Chicago, stating the *number* of subscriptions and the *dates* on which they were sent to Chicago. Certificates will not be awarded unless this information is submitted.

The deadline for applying for certificates earned during the 1955-56 subscription period is April 15, 1956.

Our Goal: 10,000,000 Members by April 15, 1956